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ABSTRACT

An overview is provided of apprenticeship programs offered by the California community colleges. First, the report describes apprenticeships, indicating that modern programs include school-based supplemental instruction to ensure that apprentices possess skills and knowledge beyond just the manual tasks related to the occupation that are learned on the job. The next sections of the report explore: (1) the benefits of apprenticeship to employers and employees; (2) California laws regulating apprenticeships; (3) the cooperative nature of the partnership among program sponsors, the State Department of Education, the Chancellor's Office of the California Community Colleges, the California Apprenticeship Council (CAC), and the Division of Apprenticeship Standards (DAS); and (4) the roles played by the DAS, state and local education agencies, employers, the CAC, and program sponsors or joint apprenticeship committees. Next, the report describes the scope of community college apprenticeship programs, indicating that 48 colleges have 252 approved programs, serving nearly 15,000 students per year at a cost in program year 1987-88 of $6,724,790 to the state. The final sections examine trends in new program areas; concerns about the shift of programs from community colleges to secondary schools, about colleges offering programs outside of district boundaries, and about instructional quality; affirmative action to insure adequate representation of women and minorities in apprenticeship programs; and research plans. A 1987-88 attendance report is provided. (AJL)

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Board of Governors
California Community Colleges
December 8-9, 1988

APPRENTICESHIP RELATED AND SUPPLEMENTAL INSTRUCTION 7

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Board of Governors
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APPRENTICESHIP RELATED AND SUPPLEMENTAL INSTRUCTION 7

Report

Background

This report presents information on apprenticeship related and supplemental instruction offered by the community colleges. A description of apprenticeship is provided along with information on the laws that pertain to apprenticeship, the roles of the agencies and organizations that are involved, and the scope of apprenticeship instruction in the community colleges. Data on program costs are also presented as are issues related to program operation and responsibility.

Analysis

Apprenticeship, with its on-the-job training, has been a traditional method of preparing individuals for work for many centuries. Modern apprenticeship, because of the increasing need for employees to possess skills and knowledge beyond just the manual tasks related to the occupation, requires additional learning beyond that obtained at the work place. Community colleges, adult schools, high schools, and regional occupational programs and centers provide this additional learning, referred to as related and supplemental instruction for apprentices.

Laws pertaining to related and supplemental instruction are contained in the *Labor Code* and the *Education Code*. Agencies and organizations involved in the development and delivery of this instruction include the schools and colleges, the Division of Apprenticeship Standards, the California Apprenticeship Council, the State Department of Education, the Chancellor's Office, and local program sponsors which are usually joint apprenticeship committees comprised of employers and labor representatives. Because of the involvement of many groups, the differences in its operation from other programs, and new subject areas that may be covered by apprenticeship in the future, make apprenticeship of particular interest.

For program year 1987-88, 36 college districts reported 1,788,506 hours of apprenticeship related and supplemental instruction. At the rate of $3.76 per hour, the cost of the program was $6,724,790. About 14 percent of the total hours were in

noncredit instruction. The 36 districts offered the program through 48 colleges. Approximately 15,000 apprentices received instruction through community colleges. An additional 15,000 received approximately the same hours of instruction through the secondary-level schools, all in noncredit instruction.

This report provides detail on apprenticeship related and supplemental instruction in the community colleges. Additional detail on the program will be presented to the Board upon completion of a joint study which will be done by the Chancellor's Office and the State Department of Education. Results of the study should be available in approximately 15 months.

Staff Presentation. *Dr. Ronnald Farland, Acting Vice Chancellor*
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A Report on Apprenticeship Related and Supplemental Instruction

What is Apprenticeship?

The apprenticeship system has persisted from the time of the Babylonian Empire to the present, adapting to changing social and economic conditions as well as to community and industrial needs. It has always been a training program for the efficient development of skilled workers in which the apprentice learns the skills of his or her trade or occupation on the job while doing productive work and earning an income to support his or her livelihood. However, with the growing need for the apprentice to be aware of technical changes, to be adaptive, to possess new information needed in the skilled crafts, and to be able to make sound technical judgments, formal classroom instruction called "related and supplemental instruction" has become an essential part of apprenticeship activities. It is this formal classroom instruction component of apprenticeship that is provided in California by community colleges, adult schools, high schools, and regional occupational centers and programs.

The modern apprentice, who usually works the same hours as the fully skilled journeyperson, is thus also required to attend classes to achieve competence in the technical and related aspects of his occupation. This balanced approach involving both on-the-job training and related and supplemental instruction in the classroom is generally regarded as an effective method for meeting the needs of today's apprenticeship programs. A major goal of apprenticeship is to prepare the proper number of people with the appropriate degree of competence expected in each of the apprenticeable occupations to meet the needs of industry.

Apprenticeship has been the traditional method to train skilled workers in several major industrial groups. The construction industry has the largest concentration of apprenticeships in California. Occupations within the construction industry include, for example, carpenter, electrician, operating engineer, painter, roofer, plumber, sheet metal worker, cement mason, and bricklayer. Service trades make up the second largest concentration of apprentices; and they include the automotive trades, culinary trades, barbers, meat cutters, office machine mechanics, and stationary engineers. Closely following the service trades, metal and manufacturing apprentices represent the third largest group of apprentices. Some of the occupations in the metal and manufacturing industry are boilermaker, machinist, molder and coremaker, and tool and die maker. The fourth major group utilizing apprenticeship are the printing and graphic arts trades. Major occupations in this area are lithographer, press operator, bookbinder, photoengraver, and compositor. Newer areas that utilize apprenticeship training include some of the semi-professional health occupations and public safety occupations.

For many, apprenticeship is an attractive alternative for preparation for work because it offers career training to those who either do not choose, or are financially unable, to continue with a formal education beyond high school. Employment opportunities in apprenticeable occupations are often more readily available than opportunities in fields that require a liberal arts background (an apprenticeable occupation is defined in the *California Administrative Code*, Title 8, as one which requires independent judgment and the application of manual, mechanical, technical, or professional skills and is best learned through an organized system of on-the-job training together with related and supplemental instruction). Another distinguishing characteristic of apprenticeship is that it is a mutual investment in human capital by employers, employees, and the public agencies. The employer provides career training; the employee provides the potential for becoming a skilled member of the employer's work force; and the public agencies provide the training guidelines and related and supplemental instruction.

Apprenticeship is designed to meet the specific needs of industry. The planned training involves a progression of tasks performed on the job under supervision combined with classroom instruction which integrates the why and how of a job. Programs can be developed for any occupation which involves the use of independent judgment in applying a wide range of skills and knowledge. An apprenticeable occupation can be designed by combining several single-skilled jobs to form an upward mobility pattern. Thus, many occupations could use the apprenticeship approach to preparing individuals for employment.

An apprentice is a full-time employee whose beginning salary is a percentage of the skilled worker rate and who is assigned progressively complex tasks with corresponding upward salary adjustments until occupational proficiency is achieved and the journeyman salary rate awarded.

Why Use the Apprenticeship System?

For employers, benefits of apprenticeship are that it eliminates expensive recruitment programs; it creates a pool of trained workers that possess the specific skills required on the job; it reduces the costs associated with labor turnover, since employees show a high degree of loyalty when the training program offers upward mobility through career development; and it results in increased productivity because the training program motivates the employees to achieve. Apprenticeship provides skilled employees for both large and small firms.

From the employee's perspective apprenticeship offers paid employment while preparing for a career, provides the opportunity to become proficient in an occupation by on-the-job experiences and the related classroom instruction, and results in being issued a credential that is recognized throughout the industry as indicating that the person is a qualified worker in a specific trade.

Laws Related to Apprenticeship

The Shelley-Maloney Apprenticeship Labor Standards Act of 1939 generated a number of *Labor Code* sections for the State of California which guide apprenticeship activities. The respective roles and responsibilities in apprenticeship of the Division of Apprenticeship Standards (DAS), the State Department of Education, the Chancellor's Office, California Community Colleges, and local schools and colleges are included in Sections 3070 through 3097 of the *Labor Code*, as well as in Title 8 of the *California Administrative Code*, Chapter 2, California Apprenticeship Council.

Labor Code, Section 3074, specifies the major roles of schools and colleges. A portion of that section states:

> The preparation of trade analyses and development of curriculum for instruction, and the administration and supervision of related and supplemental instruction for apprentices, coordination of instruction with job experiences, and the selection and training of teachers and coordinators for this instruction shall be the responsibility of and shall be provided by, state and local boards responsible for vocational education upon agreement with the program sponsor.

It further states:

> It is the intent of this chapter that the instruction shall be made available to apprentices through classroom instruction . . . approved by state and local public education agencies authorized to provide vocational education.

Specific references to apprenticeship are also made in the *Education Code* and Title 5 of the *California Administrative Code*. A portion of Section 76000 of the *Education Code* states:

> The governing board of a community college district maintaining a two-year community college shall admit to the community college any person possessing a high school diploma or the equivalent thereof.
>
> Such governing board may admit to the community college any apprentice, as defined in Section 3077 of the *Labor Code*, who, in the judgment of the governing board or the president of the community college if he is so authorized by rule of the governing board, is capable of profiting from the instruction offered.

Other sections in the codes cover the method to determine apprenticeship hours for apportionment purposes, payment of excess cost by program sponsors, and relief of apprentices from paying enrollment fees for related and supplemental instruction.

It is the fact that an instructional program offered by community colleges is regulated by the *Labor Code* as well as the *Education Code* that has created some of the confusion about apprenticeship.

Who are the Partners that Make Apprenticeship Programs Work?

Apprenticeship is a cooperative endeavor among apprenticeship program sponsors, the State Department of Education and the Chancellor's Office, schools and colleges, the Governor-appointed California Apprenticeship Council (CAC), and the Division of Apprenticeship Standards (DAS). The apprenticeship program sponsor establishes the program standards and administers the program in accordance with the standards which must be approved by DAS. The instructional programs are approved by the State Department of Education or the Chancellor's Office and the schools or colleges provide the instruction. The CAC adopts regulations regarding apprentice standards. The role of each of these partners in apprenticeship related and supplemental instruction follows.

Role of the Division of Apprenticeship Standards (DAS)

An agency within the State Department of Industrial Relations, the Division of Apprenticeship Standards, is the staff arm of the Administrator of Apprenticeship. The Division is headed by a governor-appointed chief; and its apprenticeship consultants work with employers and employee organizations to establish and approve all new occupational apprenticeship training programs, to keep program sponsors abreast of new administrative and legal requirements, and to help solve apprenticeship problems. They enforce the *Labor Code* and Title 8 sections that relate to apprenticeship. The Division assists the Administrator of Apprenticeship with appeals, investigations, hearings, and resolutions of complaints brought by apprentices or applicants. The Division also issues certificates of completion to those who have completed their registered apprenticeship programs, upon receiving evidence from program sponsors that both the worksite and classroom training have been completed.

The Division is responsible for the development and implementation of the *State of California Plan for Equal Opportunity in Apprenticeship*. This plan sets forth the standards in apprenticeship for equal opportunity, affirmative action, and selection of apprentices and delineates other policies and procedures to promote equality of opportunity in apprenticeship programs registered with the State Division of Apprenticeship Standards.

The Division acts as a catalyst, bringing together employers, schools, and unions (where collective bargaining agreements exist), to focus on the delivery and quality of apprenticeship training. It provides consultant staff to advise employers in establishing standards, and it helps employers design cost-effective training

packages to meet specific needs and time frames. If necessary, it will develop apprenticeship programs to meet the needs of an entire industry when that industry is faced with critical shortages of trained people. It ensures recognition and acceptance of the training program and provides uniformity as well as compliance with labor laws. The Division assures that the apprenticeship program meets the requirements of the California Apprenticeship Council (CAC) which is a body appointed by the Governor to promote and develop the welfare of the apprenticeship program. (The role of CAC is discussed later.)

Role of State Education Agencies

Labor Code, Section 3074.3, states that:

> In providing related and supplemental instruction . . . and not withstanding any provisions of the *Education Code*, the Superintendent of Public Instruction and the Chancellor of the California Community Colleges shall recognize registration in an apprenticeship program approved by the Division of Apprenticeship Standards in the Department of Industrial Relations as an acceptable prerequisite to enrollment into such related and supplemental classes.

The State Department of Education and the Chancellor's Office share the responsibility for training apprenticeship instructors and school coordinators, developing instructional materials and curricula, coordinating the program among districts, assisting state apprenticeship committees with problems of an educational nature, and giving technical assistance to schools operating apprenticeship classes. The State Department of Education and the Chancellor's Office have the major responsibility of approving all related and supplemental courses and programs for apprenticeship training before they can be offered by their respective local schools and colleges. (Prior to 1984-85, districts wishing to add an apprenticeship program to an approved program were not required to obtain approval. Now, because of Budget Act language of 1984-85, if districts wish to use Montoya funds, new programs must be approved by the Chancellor's Office.)

Role of Local Education Agencies

The formal educational aspects of an apprenticeship program are the responsibility of the local school and college districts. Secondary schools, regional occupational centers and programs (ROC/Ps), adult schools, and community colleges, upon agreement with the joint apprenticeship committees or other program sponsors, and upon approval of the program from the state educational agency, provide the required classroom related and supplemental instruction. In some cases, apprentices take courses from the school or college that are outside the apprenticeship program.

Role of Industry (Employers)

In its major role in program sponsorship, industry plays an important part in helping develop the apprenticeship program standards. Program standards contain procedures for fair and equal selection, employment, and training of apprentices; work site conditions such as a graduated wage schedule to be paid during the term of apprenticeship; and evidence of the availability of facilities and equipment, skilled workers to serve as trainers, schedules of work processes through which the apprentice is rotated for training, and adequate supervision of all work processes sufficient to train the apprentice. Employers also help develop content and format for the related and supplemental instruction by describing the work process that must be learned in the classroom, changes necessary to keep the program current, and information on growth and projections of training needs in the industry.

Role of the California Apprenticeship Council (CAC)

The California Apprenticeship Council was established under the authority of the Shelley-Maloney Apprenticeship Labor Standards Act of 1939. The council has 17 members, 14 are appointed by the Governor; 6 represent management, 6 represent labor, and 2 represent the public. The remaining three are the Superintendent of Public Instruction or his or her representative, the Chancellor of the California Community Colleges or his or her representative, and the Director of the Department of Industrial Relations or his or her representative. The Director of Industrial Relations is ex-officio the Administrator of Apprenticeship.

The Council is required by the *California Labor Code* to adopt and issue regulations as necessary to carry out the intent of the law. These regulations are published in the *California Administrative Code*, Title 8, Chapter 2. The Council's overall mandate is to assist the Administrator of Apprenticeship in forming policies that effectively carry out the apprenticeship law.

Where a collective bargaining agreement exists, the terms of the agreement set the wages to be paid apprentices and sometimes set the ratio of apprentices to journeypersons. The Division of Apprenticeship Standards coordinates these conditions with the training programs. The collective bargaining agreement becomes the foundation for a jointly constituted (management and labor) sponsoring body, a joint apprenticeship committee. Where there is not a collective bargaining agreement in place, the apprenticeship program sponsor may be a single employer or a group of employers.

Role of Program Sponsors or Joint Apprenticeship Committees (JAC)

An apprenticeship program sponsor is defined in the *California Administrative Code*, Title 8, as a joint apprenticeship committee (JAC), a unilateral labor or management committee, or an individual employer (such as the federal government) where there is no committee established for the area. In developing program standards, the joint apprenticeship committees work with employers and employees on many issues including establishing working conditions for apprentices, determining the number of apprentices to be employed in the trade under the apprenticeship agreement, and establishing selection procedures. All apprenticeship agreements prepared by sponsors are approved by the DAS. The sponsor selects apprentices according to procedures set forth in the written standards, enters into an apprentice agreement which registers the apprentice with the Division of Apprenticeship Standards, oversees the apprentice's on-the-job training and attendance at related classes, periodically reviews the apprentice's progress before recommending advancement to the next pay level, and recommends awarding a completion certificate when the apprentice has completed the entire program of on-the-job training and related and supplemental instruction.

Upon completion of the apprenticeship program, and attestation of such by the program sponsor, the apprentice is awarded a "Certificate of Completion of Apprenticeship." The certificate signifies that the individual has been thoroughly trained in all aspects of the occupation and has met all requirements, including demonstration to the satisfaction of the sponsor of the mastery of the skills and knowledge required of the occupation. The sponsor will attest to the related and supplemental instruction after consulting with the appropriate school authorities regarding the completion of the educational requirements of related and supplemental subjects (Title 8, Section 224(c)). The certificate is recognized by industry as a valid indicator that the holder has received high-quality, standardized, and consistent training and is prepared to serve as a journeyperson.

Scope of the Apprenticeship Program in Community Colleges

Forty-eight colleges in 36 community college districts have approved apprenticeship programs. These colleges work with about 175 program sponsors. Most of the sponsors are joint labor and management apprenticeship committees. The 48 colleges offer a total of 252 programs that serve some 15,000 students per year. These students generate close to 1.8 million classroom hours of related and supplemental instruction. The hours of instruction are supported with state general apportionment from Sections A and B of the State School Fund (commonly referred to as Montoya funds) at a rate of $3.76 per hour which results in a cost of about $7 million each year. A summary of the 1987-88 report on apprenticeship attendance is attached.

The Chancellor's Office responsibility to approve all courses and programs in community colleges includes apprenticeship related and supplemental instruction. The purpose of review by Chancellor's Office staff is to determine if the courses and/or programs meet the credit or non-credit standards set forth in the *Education Code* and Title 5 of the *Administrative Code*. All programs and courses must indicate the type of occupation, number of students, and hours of instruction required to complete the course or program.

The Chancellor's Office staff also plays a role in determining the amount of state funds provided to districts for the program. It calculates the hours to determine the amount of funds required to pay for the course and/or program. The cost of an apprenticeship program commitment may cover from one year to as many as five years. A difficult phase of planning for new programs is estimating the cost of the program for a five year period when payment is made on the basis of positive attendance.

All attendance accounting for apprenticeship classes for related and supplemental instruction, pursuant to *Labor Code*, Section 3074, is on a positive attendance basis. Positive attendance requires the student to be in attendance before the hours can be counted for reimbursement. Some colleges with small programs of approximately five apprentices per class have developed agreements with employers and sponsors to include the apprentices into the ADA apportionment class.

The *Labor Code* states that no charges or fees of any kind shall be required to be paid by an apprentice, or by their parents or guardian, for admission or attendance in any class or district which provides related and supplemental instruction. Thus, tuition is not paid by apprentices for related and supplemental instruction.

Total Clock Hours of Instruction and Program Cost

Each year, the Budget Act contains a line item for apprenticeship related and supplemental instruction. The following table provides, for each program year from 1980-81 through 1988-89, a display of the amount of funds that have been budgeted, clock hours generated (or projected), allowable hourly rates, and the total amount that has been paid (or projected to be paid) to community college districts for related and supplemental instruction.

The table shows a decline in the number of clock hours generated from 1983-84 through 1987-88. Projected hours for 1988-89 indicate a possible increase for that year. The decline in hours is discussed later in the item.

Table 1

Appenticeship Hours and Cost 1980-1989

(Actual Hours and Costs for 1980-88, Projected for 1988-89)

Year	Budgeted Amount	Clock Hours	Rate	Amount Paid
1980-81	$9,947,000	2,545,685	3.25	$8,273,476
1981-82	9,947,000	2,566,125	3.25	8,339,906
1982-83	9,947,000	2,545,512	3.25	8,272,914
1983-84	9,947,000	2,861,409	3.25	9,299,579
1984-85	10,245,000	2,226,119	3.25	7,335,386
1985-86	10,980,000	1,992,174	3.65	7,271,435
1986-87	10,174,000	1,805,851	3.76	6,789,999
1987-88	7,479,000	1,788,508	3.76	6,724,790
1988-89*	6,775,000	2,098,197	3.76	7,889,220

* The projections are based upon 100 percent attendance in all approved programs. No growth has been estimated at this time; however, some colleges are planning new programs for 1988-89

A portion of Section 3074 of the *Labor Code* states:

> Pursuant to this chapter all excess costs incurred by local public educational agencies exceeding state apportionments and local revenue earned by the attendance of apprentices shall be payable by the program sponsor, upon agreement between the sponsor and the local educational agency. . . . All funds accrued by local educational agencies from attendance in apprenticeship classes by this section shall be expended or allocated for all such classes by the local education agency before excess costs may be claimed.

In 1984, in response to Section 8155 of the *Education Code* (added by SB 708, Montoya, 1983), the State Department of Education, the Chancellor's Office, and the Division of Apprenticeship Standards jointly developed and issued a model format for agreements between program sponsors and local education agencies and a model format for the calculation and payment of excess costs pursuant to Section 3074 of the *Labor Code*.

Trends in New Program Areas

Because of the unavailability of skilled and knowledgeable people to fill their needs, employers have become interested in designing their own career-training programs. As a result, the apprenticeship system is expanding across a broad spectrum of industries, and is being applied in new ways to occupations that require formal worksite training as well as classroom education. In California, apprenticeship programs are developing in nontraditional areas, such as electronics, data processing, communications, health services, and public safety.

Within the past three or four years, a number of public safety organizations have developed or expressed interest in developing apprenticeship training programs. These programs have and possibly will continue to place a burden on the funds available to community colleges so that the traditional apprenticeship programs may lose resources. A priority may have to be established to serve the traditional apprenticeable trades first, and/or the amount available will have to be increased in order that the entire apprenticeship program can be covered.

Concerns: Shift of Programs from Community Colleges to Secondary Schools, Crossing District Boundaries, and Instructional Quality

Starting with the 1984-85 program year, there has been a shift of some apprenticeship programs from community colleges to adult schools and regional occupational centers and programs (ROC/Ps). (See Table 1 above.) During 1983-84, about 75 percent of the apprenticeship related and supplemental instruction was generated by community colleges. Three years later, 1986-87, the community college share had dropped to approximately 51 percent. The primary reason for the shift appears to be that joint apprenticeship councils have been able to persuade secondary schools to provide a larger portion of the state funds appropriated for district program operation than has been true in the community colleges. Some adult schools and ROC/Ps apparently have lower administrative or overhead costs than community colleges and are thus able to direct a larger portion of the apprenticeship funds to the sponsors.

The shift is occurring not only within districts but also by secondary-level agencies coming into a community college district from outside and pirating the program. This situation is facilitated by the fact that the ability of secondary-level institutions to offer classes outside their district is much easier than it is for community colleges. Secondary-level institutions can offer programs outside their district boundaries without having to request permission of the community college district that covers that area. Community colleges may offer classes outside their district only under the condition that the board of a high school district or another community college district requests that the classes be offered in the external high school district or community college district (*Education Code*, Section 78005). An ROC/P does not

appear to have similar constraints. *Education Code*, Section 52330 allows an ROC/P to establish and maintain classes in industrial or school facilities located outside of the school district or the jurisdiction of the county superintendent of schools if the Superintendent of Public Instruction is notified of the proposed establishment prior to the conduct of the classes. According to *Education Code*, Section 52511, whenever the governing board of a school district maintaining an adult school or classes for adults is unable to secure teachers or the district lacks facilities, the district can maintain the school or classes elsewhere than within the district with the approval of the county superintendent of schools and the Superintendent of Public Instruction.

The shift to secondary-level agencies seems to be without regard for the ability of community colleges to grant college credit. That is, credit does not seem to be as important as the cost considerations. Community colleges do not want to act as a pass-through for funds to the program sponsors. Colleges expect that their expertise in instructional matters be utilized when program decisions are being made.

In April 1988, the State Department of Education and the Chancellor's Office agreed to implement a joint apprenticeship program approval process which will permit the exchange of program and course approval information between the two agencies. Major reasons for implementing the joint program approval process was to obtain more data on the shifts between levels that were occurring and to discourage the shifts if it appeared that program quality might be affected.

Another related concern is that of community colleges offering programs outside their district boundaries. There had been some indication of a particular trade or trades linking with one district and then attempting to offer that apprenticeship program in several locations throughout the state.

The major difficulty that community colleges have with both the shift and having another community college in their district is that this type of situation generally happens with large programs that generate many hours and considerable dollars. When the large programs are pirated, it often leaves behind small programs having few apprentices that do not generate enough hours and apportionment to cover administrative costs and indirect costs. Before the pirating, districts could spread the income across all apprentice programs and, in most cases, adequately cover costs. With nothing but small programs, those remaining are placed in a hardship condition.

Equal Opportunity in Apprenticeship

As stated earlier, the DAS is responsible for developing and implementing the *State of California Plan for Equal Opportunity in Apprenticeship*. The plan sets forth the obligations of sponsors which include the recruitment, selection, employment, and training of apprentices without discrimination because of race, color, religion, national origin, or sex. Sponsors commitment to equal opportunity is to include the

adoption of a written affirmative action plan which will have provision for outreach and positive recruitment that would reasonably be expected to increase minority and female participation in apprenticeship. The Plan covers standards, methods of selection, records, compliance reviews, complaint procedures, and other provisions.

The following table is information from a report from the Chief of the Division of Apprenticeship Standards on active apprentices as of September 30, 1988, indicating ethnicity and change from September 1987.

Table 2
Ethnicity of Active Apprentices

Ethnic Groups	September 1988		September 1987		Percent Change Sept. 1987 Sept. 1988	Percent California Population Census 1980
	Number	*Percent*	*Number*	*Percent*		
All Minorities	16,848	37.1	14,581	35.5	+15.0	33.4
Blacks	4,700	10.4	3,933	9.6	+19.5	7.5
Asians and Pacific Islander	1,194	2.6	1,148	2.8	+4.0	4.3
American Indian and Alaskan Native	846	1.9	813	1.9	+4.1	0.9
Filipino	542	1.2	482	1.2	+12.4	1.5
Hispanic	9,566	21.0	8,205	19.9	+16.6	19.2
White	28,560	62.9	26,473	64.5	+7.9	66.6
Totals	45,408	100.0	41,054	100.0	+10.6	100.0

The report states that active women apprentices number 4,904, which is 10.8 percent of all active apprentices on September 30, 1988. As can be seen from the report, there has been an increase in the number of apprentices in all ethnic groups. Representation of ethnic groups is nearly the same as their percentage of the population, as shown by the 1980 census.

Future Work Planned on Apprenticeship Issues

Recognizing that there are many questions regarding the apprenticeship program, the Chancellor's Office and the State Department of Education have agreed to fund a joint study on apprenticeship, which the Division of Apprenticeship Standards is expected to cooperate in. The study should begin in approximately two months, will operate for one year, and will obtain information and develop recommendations on the following topics:

1. Who really operates apprenticeship related and supplemental instruction?
2. What are the costs involved in operating programs?
3. Who pays the costs?
4. Who selects the instructors?
5. Who selects the students?
6. What is the amount of excess costs that is being paid by sponsors?
7. What, if any, has been the impact of the switch of programs to secondary-level agencies?
8. Is there a need for legislation to stop this switch?
9. What training facilities are being used?
10. Is there a duplication of facilities (local educational agencies and program sponsor) in apprenticeship programs?
11. What, if any, are the advantages of community colleges offering apprenticeship programs?
12. What programs are being offered for credit? What is the student's attitude about receiving credit?
13. What level of support services are necessary to make apprenticeship effective? What level of support services are provided?
14. How effective is the affirmative action program in apprenticeship? What changes are necessary to make the program more effective?
15. How well is the number of apprentices selected for training in each of the occupations satisfying the need of industry?
16. What, if any, impact will the passage of AB 1725 have on apprenticeship?
17. Is the current rate of $3.76 per hour sufficient to cover all costs related to the program?
18. Are there other program areas for which the apprenticeship method would be appropriate? If so, what are they and what would the cost be to implement?

19. How effective are the programs in preparing the apprentices for journey-person positions?

20. Are there any data on numbers completing apprenticeship that stay with the occupation?

The findings and recommendations resulting from the study will be presented to the Board in approximately 15 months.

ATTACHMENT

California Community Colleges
APPRENTICESHIP ATTENDANCE
Fiscal Year 1987-88 -- First Recal

DISTRICT	CREDIT	NONCREDIT	TOTAL	DISTRICT	CREDIT	NONCREDIT	TOTAL
ALLAN HANCOCK	11,220	---	11,220	PALOMAR	1,990	---	1,990
ANTELOPE VALLEY	---	---	---	PALO VERDE	---	---	---
BARSTOW	---	---	---	PASADENA	---	---	---
BUTTE	262	---	262	PERALTA	34,384	901	35,285
CABRILLO	---	---	---	RANCHO SANTIAGO	82,935	---	82,935
CERRITOS	18,793	82,912	101,705	REDWOODS	---	---	---
CHAFFEY	---	---	---	RIO HONDO	226,207	---	226,207
CITRUS	---	---	---	RIVERSIDE	---	---	---
COACHELLA VALLEY	980	---	980	SADDLEBACK	---	---	---
COAST	---	---	---	SAN BERNARDINO	17,515	---	17,515
COMPTON	---	---	---	SAN DIEGO	64,359	---	64,359
CONTRA COSTA	19,072	---	19,072	SAN FRANCISCO	---	94,072	94,072
EL CAMINO	---	---	---	SAN JOAQUIN DELTA	25,468	---	25,468
FOOTHILL-DE ANZA	122,930	---	122,930	SAN JOSE-EVERGREEN	31,565	---	31,565
FREMONT-NEWARK	---	---	---	SAN LUIS OBISPO	---	---	---
GAVILAN	---	---	---	SAN MATEO	141,826	---	141,826
GLENDALE	---	---	---	SANTA BARBARA	---	8,028	8,028
GROSSMONT-CUYAMACA	291	---	291	SANTA CLARITA	---	---	---
HARTNELL	8,542	---	8,542	SANTA MONICA	---	---	---
IMPERIAL	622	---	622	SEQUOIAS	---	---	---
KERN	51,702	---	51,702	SHASTA-TE.-TRI.	3,254	4,439	7,693
LAKE TAHOE	---	---	---	SIERRA JOINT	1,368	---	1,368
LASSEN	---	---	---	SISKIYOUS	---	---	---
LONG BEACH	50,156	---	50,156	SOLANO	33,540	---	33,540
LOS ANGELES	85,865	---	85,865	SONOMA	46,258	469	46,727
LOS RIOS	89,718	---	89,718	SOUTH COUNTY	250,306	---	250,306
MARIN	---	---	---	SOUTHWESTERN	---	---	---
MENDOCINO-LAKE	---	---	---	STATE CENTER	20,381	---	20,381
MERCED	---	---	---	VENTURA	25,748	33,659	59,407
MIRA COSTA	---	---	---	VICTOR VALLEY	---	---	---
MONTEREY PENINSULA	23,368	---	23,368	WEST HILLS	---	---	---
MT. SAN ANTONIO	2,790	---	2,790	WEST KERN	---	---	---
MT. SAN JACINTO	---	---	---	WEST VALLEY-MISSION	24,162	---	24,162
NAPA VALLEY	---	---	---	YOSEMITE	6,067	---	6,067
NORTH ORANGE	20,257	20,127	40,384	YUBA	---	---	---

Source: CCFS-321, *Apprentice Attendance Report, Annual, Fiscal Year 1987-88.*

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